

IOWA'S ADULT BASIC EDUCATION PROGRAM

**ANNUAL
BENCHMARK
REPORT**

Iowa Department
of Education

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INTRODUCTION AND BACKGROUND

The purpose of this publication is to present the Program Year 2002 report on Iowa's adult basic education program benchmarks. The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is "to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility;
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2)(A) of the Act specifies that each eligible agency (e.g. The Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core federally mandated indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

The Iowa basic skills core percentage benchmarks were established utilizing the Adult Education Government Performance Review Act (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL). The Act [Section 212(2)(B)] also authorizes the Iowa Department of Education to identify additional indicators of performance for adult basic education and literacy activities. The additional indicator established for Iowa's statewide basic skills programs was the inclusion of the Iowa Basic Literacy Skills Certification Program. The certification program was pilot tested for one year (Program Year 1998) by four community college pilot sites. The results indicated that this program is a valid and reliable program performance indicator.

HISTORY AND OVERVIEW OF THE NATIONAL REPORTING SYSTEM

The National Reporting System (NRS) is a project to develop an accountability system for the Federally funded adult basic education program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

History Of The NRS

The NRS was born in the 1990s, a decade known for its emphasis on accountability of Federal programs. During this time, all publicly funded programs and agencies faced increasing pressures to demonstrate that they have met their legislative goals and have an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act. GPRR required all Federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate their agency's impact.

In 1995, the U.S. Congress considered eliminating adult basic education as a separate delivery system by integrating the program into a general system of workforce development. Strong and convincing data on the impact of adult basic education at the state and federal levels were demanded to demonstrate its importance as a separate education program. Similar demands were raised at the state level. In response to these demands, the state directors of adult basic education asked the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL) to work toward developing a national system for collecting information on adult basic education student outcomes.

To meet this request, USDE:DAEL devoted its March 1996 national meeting of state directors of adult education to developing a framework for program accountability. This framework specified the purposes of the adult basic education program, the essential characteristics of an accountability system and identified seven categories of outcome measures. At the March 1997 USDE:DAEL national meeting, a broad group of adult basic education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began in October 1997.

The proposed voluntary nature of the NRS changed in August 1998, when the Adult Education and Family Literacy Act within the Workforce Investment Act became law. This Act established accountability requirements, including that states develop outcome-based performance standards for adult basic education programs, as one means of determining program effectiveness. The NRS mandate was then expanded to establish the measures and methods to conform to the Workforce Investment Act requirements.

NRS Project Activities

The goals of the NRS project were to establish a national accountability system for adult basic education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education and developing training materials and activities on NRS requirements and procedures. The project was designed to conduct these activities in three phases.

The first phase, *standardization*, involved the development of standard measure definitions for state and local programs, standard data collection methodologies, and software standards for automated data reporting. In the summer of 1998, interim software standards were established, methodologies were identified for pilot testing and draft definitions for use in the pilot test were distributed to adult basic education stakeholders.

The *pilot test* was the second phase of the project and was designed to have a small number of volunteer states and local programs test the draft measure definitions and proposed methodologies under realistic conditions. The pilot assessed whether the draft measure definitions worked or needed refinement, as well as the costs, burden, and other difficulties in collecting the data using the proposed methodologies. The pilot test was completed in January 1999. Measures and methodologies were revised based on the pilot test.

The third phase of the project, *training and technical assistance*, beginning in the summer of 1999, will support state and local program implementation of the NRS. The different types of assistance will include instructional training packets that will be suitable for states to use in a "train the trainer" environment; technology-based materials for state and local staff that explain the NRS measures and methods; and individual technical assistance to states to support their implementation efforts.

Throughout the course of the project, an advisory board consisting of state directors of adult basic education, representatives from volunteer provider agencies, directors of local adult education programs and experts on accountability systems, has guided the project, meeting three times between December 1997 and March 1999.

OVERVIEW OF THE NRS MEASURES AND METHODS

The outcome from the first two phases of the NRS project was the development of measurement definitions, methodologies and reporting formats for the NRS, which become effective for the program year beginning July 1, 2000. The pilot phase also produced an overall framework of NRS operation at the local, state and Federal levels.

NRS Measures

The *requirements of WIA, consensus* among the stakeholders and advisory board members, and the *need for uniform valid and reliable data* were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to *accommodate the diversity* of the adult basic education delivery system and the need for *compatibility of the definitions* with related adult basic education and training programs.

As a state-administered program, the nature of adult basic education service delivery varies widely across states in its goals, objectives and the resources available to states to collect and report data. It is especially important that the definitions for outcome measures be broad enough to accommodate these differences, yet concrete and standardized sufficiently to allow the NRS to establish a uniform, national database. Similarly, other adult education, employment and training programs with which adult education works have systems of accountability and outcome measures.

To ensure this accommodation to the diverse delivery system and compatibility with related systems, NRS staff conducted a thorough review of measure definitions planned or in use currently by all states and all Federal employment and training programs. To identify state measures used, for example, NRS staff conducted an evaluability assessment of all states in early 1998 and obtained copies of measure definitions from states that had their own measures. In addition, NRS staff reviewed the existing measure definitions used for USDE:DAEL's Annual Statistical Performance Report and measures and definitions currently planned by the Department of Education for Title I of WIA.

The NRS includes two types of measures (1) core, and (2) secondary. The core measures apply to all adult basic education students receiving 12 or more hours of service. There are three types of core measures:

- **Outcome measures**, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;
- **Descriptive measures**, including student demographics, reasons for attending and student status; and
- **Participation measures** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA will be set for the core outcome measures and awarding of incentive grants will be tied to these performance standards.

The NRS *secondary* measures include additional outcome measures related to employment, family and community that adult education stakeholders believe are important to understanding and evaluating adult basic education programs. States are *not required to report on the secondary measures* and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

Core Outcome Measures

The central measures of the NRS are the student *outcome* measures. While by no means the only measures that could be used to evaluate adult basic education programs, the outcome measures selected represent what a broad consensus of adult educators believe are appropriate for providing a national picture of the performance of the program. The multi-year process employed by the NRS to identify and define the measures included input from state directors of adult education, Federal education officials, local education providers, representatives of volunteer literacy organizations and experts in performance accountability systems.

The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the Adult Education and Family Literacy Act of the WIA. Exhibit 1 shows how the measures relate to these requirements and goals for adult basic education stated in the legislation.

Exhibit 1

Goals and Core Indicators of the Adult Education and Family Literacy Act and NRS Core Outcome Measures

Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act	National Reporting System Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.	<ul style="list-style-type: none"> ▲ Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children’s educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	<ul style="list-style-type: none"> ▲ Entered employment ▲ Retained employment ▲ Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> ▲ Receipt of a secondary school diploma or pass GED tests.

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated “work-based project learners”). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels of English-as-a second language students (ESL). Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (a test or performance-based assessment). The program decides the skill areas in which to assess the student, based on student’s instructional needs and goals.

Exhibit 2 depicts the relationship among the major instructional programs and the educational functioning levels within each major instructional program. The educational functioning levels describe the learner’s entry level ability in the areas of reading, writing, numeracy and functional workplace skills. (See Appendix A for a description of the educational functioning level descriptors).

Exhibit 2

Relationship Between Instructional Programs And Educational Functional Levels

Instructional Program	Educational Functioning Level	CASAS Level	CASAS Standard Score Range
Adult Basic Education (ABE)	ABE Beginning Literacy	Level A	Under 200
	ABE Beginning Basic Education	Level B	201 to 210
	ABE Intermediate Low	Level B	211 to 220
	ABE Intermediate High	Level C	221 to 235
Adult Secondary Education (ASE)	ASE Low	Level D	236 to 245
	ASE High	Level E	246 and Above
ESL/ESL/ Citizenship (ESL)	ESL Beginning Literacy	Level A	165 to 180
	ESL Beginning	Level A	181 to 200
	ESL Intermediate Low	Level B	201 to 210
	ESL Intermediate High	Level B	210 to 220
	ESL Advanced Low	Level C	221 to 235
	ESL Advanced High	Level D, E	236 to 245

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for progress assessment. The State of Iowa adopted the Comprehensive Adult Student Assessment System (CASAS) as the primary system to assess instructional progress. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills.

The remaining core outcome measures are *follow-up* measures, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: entered employment—whether the student obtained a job by the end of the first quarter after leaving; and retained employment—whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential. [See Appendix B for Iowa's NRS Report for Program Year 2002.]

IOWA'S ADULT BASIC EDUCATION ELECTRONIC REPORTING SYSTEM

The Iowa Department of Education, in conjunction with the statewide community college consortia and the Comprehensive Adult Student Assessment System, has adopted the CASAS based Tracking of Programs and Students (TOPSpro) electronic data management system as the vehicle to report participant outcomes and to monitor local and state program performance in relation to specific benchmark attainment criteria that the Iowa Department of Education negotiated with the U.S. Department of Education: Division of Adult Education and Literacy. The TOPSpro system is designed to produce the federally mandated NRS Performance Report and to meet the accountability mandates delineated in the Adult Education and Family Literacy Act. The Iowa Department of Education has developed two (2) documents to assist local programs to record and report standardized data and information. The two documents are: (1) *Iowa TOPSpro Data Dictionary* and (2) *TOPSpro/NRS Coding Guidelines*.

The main purpose of the *Iowa TOPSpro Data Dictionary* is to provide statewide standardized set of instructions and definitions for coding the TOPSpro scannable forms. This document is designed to serve as a companion to the *TOPSpro Technical Manual* produced by CASAS. The data dictionary integrates information from various data sources to provide uniform data sets and definitions which meet local, state and Federal reporting mandates.

The main purpose of the *TOPSpro/NRS Coding Guidelines* is to provide Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update and Test forms and the NRS Federal Tables reporting structure. The document is designed to serve as a supplement to the *Iowa TOPSpro Data Dictionary*.

A comprehensive staff development plan has been initiated to provide technical assistance to local program regarding: (1) TOPSpro software training, (2) NRS updates, (3) state policy updates. A series of tri-fold staff development seminars are held each fall and spring to update local programs on new procedures and policies. In addition, TOPSpro software training workshops are conducted for the TOPSpro Records' Specialists. These workshops are conducted by Iowa's CASAS certified state TOPSpro trainer.

The documents and staff development seminars are revised on a bi-yearly basis to reflect changes in: (1) updated versions of the TOPSpro software, (2) changes in NRS requirements, and (3) state level policy changes. Given the amount of documentation and staff development opportunities available for Iowa's local ABE programs, the reports generated from the statewide electronic reporting system contain a high degree of validity and reliability.

IOWA'S BENCHMARKS

This section is designed to report on Iowa's statewide literacy program benchmark results for Program Year 2002 (July 1, 2001 through June 30, 2002). The section provides a review of the tables and graphs which display the results for each benchmark. The following sections provide an overview of each core set of benchmarks: (1) educational gains, (2) adult learner follow-up measures and (3) number of basic literacy skills certificates issued. The section titled "Iowa's Adult Literacy Benchmark" provides an overall state literacy benchmark to be achieved by 2010. This benchmark statement was designated as the literacy benchmark to be incorporated in the overall Iowa Community College benchmark document.

Iowa's Adult Literacy Benchmark

Background

Approximately 36-39% (N=800,000) of Iowa's adult population ages 16+ perform in the two lowest levels of literacy proficiency as documented by the Iowa State Adult Literacy Survey (IASALS) conducted in 1992. Adults who score in the two lowest levels of literacy proficiency do have limited literacy skills. However, they are not likely to be able to perform the range of complex tasks that the National Education Goals Panel considers important from competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship. By the same token, approximately 61-65% (N= 1,287,000) of Iowa's adult population ages 16+ perform in the highest three levels of literacy proficiency as documented by the IASALS. The National Education Goals Panel considers adults functioning in the three highest levels of literacy proficiency as possessing the necessary skills to successfully complete in a global economy and fully exercising the rights and responsibilities of citizenship.

A key indicator of Iowa's adult literacy proficiency level is educational attainment. Recent research studies have concluded that attained level of education is the best overall predictor of adult literacy proficiency levels. A trend analysis of the 1940-2000 federal census data indicates that the percentage of adults age 18+ and lacking a high school diploma or its equivalency decreased from 67% in 1940 to 14% in 2000. Therefore, a reasonable projection would forecast that the 2010 census data will indicate an additional drop of 2-3%. This projection would bring the percentage range to 8-9 percent. A benchmark goal of attaining an 85-90% Iowa adult proficiency level by the year 2010 is a realistic and attainable goal.

Benchmark Goal

The overall Iowa benchmark literacy goal states that by the year 2010, 85-90% of Iowa's adult population will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The attainment of this goal is contingent on continuing to provide adult literacy classes, offered through Iowa's community colleges and related agencies, to Iowa's adult literacy target populations. The ability to quantify the attainment of this goal is through: (1) the number of Iowa High School Equivalency Diplomas issued on an annual basis, (2) the number of basic skills literacy certificates issued on an annual basis, and (3) a replication of the IASALS study in 2010 with appropriate comparisons made to the 1992 NALS study.

Benchmark Strategy

The following strategies must be implemented in order to obtain Iowa's adult literacy goal by 2010:

- The number of Iowa High School Equivalency Diplomas issued on an annual basis should approximate a range of 5,000-5,200. A trend analysis of the number of Iowa High School Equivalency Diplomas issued between Calendar Years 1980-2002 indicates this objective can be successfully accomplished.
- The number of Iowa Basic Literacy Skills Certificates issued on an annual basis should approximate a range of 4,000-5,000. A trend analysis of the number of Iowa basic literacy skills certificates issued between Program Years 1998-2002 indicates this objective can be successfully accomplished.
- The 1992 IASALS study should be replicated in 2010. The results should be compared with the 1992 IASALS study results. This comparison strategy will provide a 20 year comparison between the 1992 and 2010 IASALS study to determine the amount of progress in achieving the benchmark goal.

Overview of State Level Results

The results of the state level benchmarks are presented in Tables 1-4. Table 1 depicts the relationship between total enrollment and the number and percentage of adult learners who received pre and post assessments. The results are as follows:

- a total of **77.27%** received pre-post assessments in Adult Basic Education which represents an increase of **18.73%** over Program Year 2001 (58.54% for Program Year 2001);
- a total of **81.64%** received pre-post assessments in Adult Secondary Education which represents an increase of **10.99%** over Program Year 2001 (70.65% for Program Year 2001);
- a total of **28.76%** received pre-post assessments in English-as-a Second Language which represents an increase of **20.96%** over Program Year 2001 (7.8% for Program Year 2001);
- a total of **65.46%** received pre-post assessments across the three instructional programs which represented an overall increase of **16.48%** over Program Year 2001 (48.98% for Program Year 2001);
- the 65.46% pre-post assessment rate met the Program Year 2002 projected target standard.

Table 2 presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (2) the attained benchmark levels without pre-post assessment, and (3) the attained benchmark levels with pre-post assessment for the core measure of Educational Gains. The results indicated that **consistently higher benchmarks percentages were achieved across all three instructional programs for those learners who received pre-post assessments**. The results are as follows:

- The Iowa statewide adult basic education program met or exceeded **4 out of 11 (34.36%)** educational gains benchmarks when calculated against total enrollment.
- The Iowa statewide adult basic education program met or exceeded **8 out of 11 (72.73%)** educational gains benchmarks when calculated against those adult learners who were pre-post assessed.

Table 2 also indicates the educational functioning levels in which the benchmark attainment levels fell below the negotiated benchmark levels and where the attained benchmark levels met or exceeded the negotiated benchmarks for both the "Total Enrollment" and "Pre-Post Assessment" categories. The following areas **did not meet** the negotiated benchmark levels for the "Total Enrollment" category: (1) Adult Basic Education Beginning Literacy, (2) all English-as-a-Second Language educational functioning levels. The following areas **did not meet** the negotiated benchmark levels for the "Pre-Post Assessment" category: (1) Adult Basic Education Beginning Literacy, (2) English-as-a-Second Language Low Advanced, (3) English-as-a-Second Language High Advanced.¹

Table 3 presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (2) the attained benchmark levels for the core follow-up measures. The results indicate that the **attained percentages exceeded the negotiated percentages by significant margins for the four follow-up measures**.

¹ The Federal criteria to determine whether educational gains benchmarks were successfully achieved is calculated against the "Total Enrollment" category as opposed to the "Pre/Post Assessment" category. Given this criteria, Iowa only met or exceeded 4 of 11 (36.36%) of the educational gains benchmarks. Conversely, if benchmark attainment is calculated against the pre/post assessment category, Iowa met or exceeded 8 of 11 (72.73%) of the educational gains benchmarks.

Table 4 displays the results for the number of basic skills certificates issued and the number of local programs participating for Program Years 1998 through 2002. The results indicate that the number of basic skills certificates issued during Program Year 2002 increased by **38%** over Program Year 2001.²

The Iowa statewide adult basic education program met or exceeded **9 out of 16 (56.26%)** benchmarks according to the Federal calculation criteria (e.g. calculating against the “Total Enrollment” category.) Conversely, Iowa’s statewide adult basic education program met or exceeded **13 out of 16 (81.25%) benchmarks** if the “Pre/Post Assessment” category is utilized as the criteria for benchmark calculations.

² Refer to the report titled ***Iowa’s Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2002*** for Iowa’s basic literacy skills certification program statistics.

Table 1

**PRE/POST ASSESSMENT PERCENTAGE
BY INSTRUCTIONAL PROGRAM AND EDUCATIONAL FUNCTIONING LEVEL**

Instructional Program	Educational Functioning Level	*Total Enrollment	**Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed
Adult Basic Education (ABE)	Beginning Literacy ABE	2,276	1,623	71.31%
	Beginning Basic Education ABE	1,090	688	63.12%
	Low Intermediate ABE	2,919	2,334	79.96%
	High Intermediate ABE	4,970	4,052	81.53%
	Subtotal	11,255	8,697	77.27%
Adult Secondary Education (ASE)	Low Adult Secondary Education	2,492	2,045	82.06%
	High Adult Secondary Education	623	498	79.94%
	Subtotal	3,115	2,543	81.64%
ESL/ESL/ Citizenship (ESL)	Beginning Literacy ESL	1,009	94	9.32%
	Beginning ESL	1,680	463	27.56%
	Low Intermediate ESL	1,012	357	35.28%
	High Intermediate ESL	670	256	38.21%
	Low Advanced ESL	515	227	44.08%
	High Advanced ESL	111	40	36.04%
	Subtotal	4,997	1,437	28.76%
Total	19,367	12,677	65.46%	

* **Source:** Iowa's National Reporting System; Table 4, Column B; State Aggregated Report

** **Source:** Iowa's National Reporting System; Table 4B, Column B; State Aggregated Report

Table 2

**Percentage Comparison of Iowa's Adult Basic Education Program
Performance Measures For NRS Core Indicator #1**

Core Indicator #1 [Educational Gain]: Demonstrated improvements in literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills.

Instructional Program	Educational Functioning Level	*Negotiated %	**Total Enrollment %	***Pre/Post Assessment %
Adult Basic Education (ABE)	Beginning Literacy	20	13.4	18.9
	Beginning Basic Education ABE	22	24.8	39.2
	Low Intermediate ABE	20	42.8	53.6
	High Intermediate ABE	22	43.1	52.9
English-as-a-Second Language (ESL)	Beginning Literacy ESL	26	6.1	66.0
	Beginning ESL	24	14.3	51.8
	Low Intermediate ESL	29	19.2	54.3
	High Intermediate ESL	31	20.6	53.9
	Low Advanced ESL	32	9.7	22.0
	High Advanced ESL	32	6.3	17.5
Adult Secondary Education (ASE)	Low Adult Secondary Education	32	55.0	67.0

The **Bold** percentages indicate the educational functioning levels where the achieved benchmarks for either the “Total Enrollment” category or the “Pre/Post Assessment” category **did not meet the negotiated percentage**. The “Total Enrollment” category is the criteria by which the USDE:DAEL determines whether Iowa did or did not achieve a benchmark for any given educational functioning level. The “Pre/Post Assessment” category is the criteria used by the state of Iowa to determine if benchmarks were successfully achieved for any given educational functioning level.

***Source:** *Iowa's State Plan for Adult Basic Education: Fiscal Years 2000-2004; Revised Table #12.* This column represents the negotiated percentage for the core indicators between the Iowa Department of Education and the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL).

****Source:** Iowa's National Reporting System (NRS) report for Program Year 2002 Table 4, column H. This column represents the percent of total enrollees who completed each educational functioning level based on total enrollment.

*****Source:** Iowa's National Reporting System (NRS) report for Program Year 2002 Table 4B, column H. This column represents the percent of total enrollees who were pre/post assessed with pared scores and completed each educational functioning level.

Table 3

**Percentage Comparison of Iowa's Adult Basic Education Program
Performance Measures for NRS Core Indicator #2**

Core Indicator #2 [Follow-up Measures]: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Follow-up Measure	*Negotiated Percent	**Attained Percent
Entered Employment ¹	52	73.4
Retained Employment ¹	77	80.9
Obtained a GED or Adult Secondary School Diploma ²	42	68.5
Entered Postsecondary Education or Training ³	14	27.3

***Source:** *Iowa's State Plan for Adult Basic Education: Fiscal Years 2000-2004; Revised Table #12.* This column represents the negotiated percentage for the core indicators between the Iowa Department of Education and the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL).

****Source:** Iowa's National Reporting System (NRS) report for Program Year 2002 Table 5, column G. This column represents the percent of total adult basic education enrollees who achieved each follow-up measure.

1. The percentage attained data reported for the follow-up measures of Entered Employment and Retained Employment were obtained as a result of a data match between the Iowa adult basic education electronic reporting system and the Iowa Workforce Development's base and benefits wage records for the period of July 1, 2001 through September 30, 2002 for the Entered Employment outcome measure and October 1, 2001 through September 30, 2002 for the Retained Employment outcome measure. This database is referenced as the Iowa Customer Tracking System.
2. The percentage attained data reported for the follow-up measure of Obtained a GED or Adult Secondary School Diploma were obtained as a result of a data match between the Iowa adult basic education electronic reporting system and the Iowa Department of Education's Iowa High School Equivalency Diploma database, Iowa's GED candidate data base at GEDScoring.COM and the number of Adult High School Diplomas issued.
3. The percent attained data reported for the follow-up measure of Entered Postsecondary Education and Training were obtained as a result of data matches between the Iowa adult basic education electronic reporting system and the Iowa Department of Education's Community College Management Information System for the first quarter of Program Year 2003 (July 1, 2002-September 30, 2002).

Table 4

**Percentage Comparison of Iowa's Adult Basic Education Program
Performance Measures for State of Iowa Core Indicator #3**

Core Indicator #3 [Basic Skills Certificates]: A program designed to issue basic literacy skills certificates based on the attainment of demonstrated literacy competencies at pre-established levels. **The benchmark for Iowa's Basic Skills Certification Program was to have Iowa's 15 community colleges participating in the basic skill certification program by Program Year 2002.**

Program Year	Number of Certificates Issued	Program Year % Increase	No. of Community Colleges Participating
1998	323	--	4
1999	566	75	6
2000	1,591	182	12
2001	3,214	102	15
2002	4,435	38	15
Total	10,129		

- Source(s):**
1. *Iowa's State Plan for Adult Basic Education: Program Years 2000-2004*; Section 5.3.1 (pp. 65-73).
 2. *Iowa Basic Skills Certification Reports for Program Years 1998-2002*.

Educational Gains Benchmarks

The Educational Gains core measures are presented in Tables 5-15. The NRS definition of Educational Gain states “the learner completes or advances one or more educational functioning levels from starting level measured on entry into the program”. To determine gain, the learner should be assessed at the time of entry into the program and then at appropriate intervals during the course of instruction. An “advance” or “completion” is recorded if, according to a subsequent assessment, the learner has entry level skills corresponding to one or more educational functioning levels higher than the incoming level in the areas initially used for placement (i.e. reading and/or mathematics). The lowest functioning level is used to make the educational level gain determination.

The data presented in Tables 5-15 provide the benchmark percentage comparisons for each major instructional program and each educational functioning level within each instructional program for all local programs and the state. *(Refer to Exhibit 2 for a chart depicting the relationship between instructional programs and educational functioning levels).*

Adult Basic Education and Adult Secondary Education Benchmarks

The data displayed in Tables 5-8 provide the benchmark percentage comparisons for the Adult Basic Education instructional program and the four (4) educational functioning levels designated for this instructional program. The overall results indicated that the **overall state benchmarks for three of the four educational functioning levels met or exceeded the negotiated benchmarks**. The educational functioning level that fell below the negotiated benchmark was “ABE Beginning Literacy”.

A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated the following results:

- **ABE Beginning Literacy:** The Program Year 2001 benchmark attainment was **15%** as compared to Program Year 2002 benchmark attainment of **19%** which fell below the negotiated benchmark attainment level of 20% for Program Year 2002 by **1%**;
- **ABE Beginning Basic:** The Program Year 2001 benchmark attainment was **29%** as compared to Program Year 2002 benchmark attainment of **39%** which exceeded the negotiated benchmark attainment level of 22% for Program Year 2002 by **17%**;
- **ABE Low Intermediate:** The Program Year 2001 benchmark attainment was **37%** as compared to Program Year 2002 benchmark attainment of **53%** which exceeded the negotiated benchmark attainment level of 20% for Program Year 2002 by **33%**;
- **ABE Intermediate High:** The Program Year 2001 benchmark attainment was **43%** as compared to Program Year 2002 benchmark attainment of **53%** which exceeded the negotiated benchmark attainment level of 22% for Program Year 2002 by **31%**.

The data displayed in Table 9 provides the benchmark percentage comparison for the Adult Secondary Education instructional program and the educational functioning levels designated for this instructional program. *(Exhibit B indicates two educational functioning levels for the Adult Secondary Education instructional program. However, the U.S. Department of Education only negotiated a benchmark percentage for the educational functioning level designated as “ASE Low”. The “ASE High” educational functioning level is assumed to be the same level as the number of candidates who receive the state GED credential. This benchmark is referenced in the follow-up core benchmarks).* The results indicated that the **overall state benchmark exceeded the negotiated benchmark by 35 percent**. A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated that the attainment level fell from **73%** for Program Year 2001 to **66%** for Program Year 2002.

Table 5

Benchmark Comparison for Educational Functioning Level ABE Beginning Literacy

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Literacy

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (20%)
Northeast Iowa Comm. College	203	30	14.78%	-5.22
North Iowa Area Comm. College	77	18	23.38%	3.38
Iowa Lakes Community College	6	4	66.67%	46.67
Northwest Iowa Comm. College	98	24	24.49%	4.49
Iowa Central Comm. College	37	9	24.32%	4.32
Iowa Valley Community College Dist.	10	7	70.00%	50.00
Hawkeye Comm. College	405	64	15.80%	-4.20
Eastern Iowa Community College Dist.	6	4	66.67%	46.67
Kirkwood Community College	29	4	13.79%	-6.21
Des Moines Area Community College	296	58	19.59%	-0.41
Western Iowa Tech Comm. College	19	3	15.79%	-4.21
Iowa Western Comm. College	67	37	55.22%	35.22
Southwestern Comm. College	109	4	3.67%	-16.33
Indian Hills Comm. College	238	38	15.97%	-4.03
Southeastern Comm. College	23	2	8.70%	-11.30
TOTAL	1,623	306	18.85%	-1.15

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 20%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 6

Benchmark Comparison for Educational Functioning Level ABE Beginning Basic

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beq. Basic

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (22%)
Northeast Iowa Comm. College	52	8	15.38%	-6.62
North Iowa Area Comm. College	53	12	22.64%	.64
Iowa Lakes Community College	18	12	66.67%	44.67
Northwest Iowa Comm. College	19	10	52.63%	30.63
Iowa Central Comm. College	43	11	25.58%	3.58
Iowa Valley Community College Dist.	24	16	66.67%	44.67
Hawkeye Comm. College	6	0	0.00%	-22.00
Eastern Iowa Community College Dist.	22	10	45.45%	23.45
Kirkwood Community College	8	7	87.50%	65.50
Des Moines Area Community College	199	67	33.67%	11.67
Western Iowa Tech Comm. College	31	17	54.84%	32.84
Iowa Western Comm. College	125	64	51.20%	29.20
Southwestern Comm. College	11	3	27.27%	5.27
Indian Hills Comm. College	56	30	53.57%	31.57
Southeastern Comm. College	21	3	14.29%	-7.71
TOTAL	688	270	39.24%	17.24

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 22%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 7

Benchmark Comparison for Educational Functioning Level ABE Intermediate Low

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (20%)
Northeast Iowa Comm. College	75	22	29.33%	9.33
North Iowa Area Comm. College	599	546	91.15%	71.15
Iowa Lakes Community College	34	24	70.59%	50.59
Northwest Iowa Comm. College	20	6	30.00%	10.00
Iowa Central Comm. College	91	37	40.66%	20.66
Iowa Valley Community College Dist.	61	40	65.57%	45.57
Hawkeye Comm. College	502	179	35.66%	15.66
Eastern Iowa Community College Dist.	90	29	32.22%	12.22
Kirkwood Community College	32	32	100.00%	80.00
Des Moines Area Community College	376	127	33.78%	13.78
Western Iowa Tech Comm. College	69	41	59.42%	39.42
Iowa Western Comm. College	176	91	51.70%	31.70
Southwestern Comm. College	66	18	27.27%	7.27
Indian Hills Comm. College	91	39	42.86%	22.86
Southeastern Comm. College	52	19	36.54%	16.54
TOTAL	2,334	1,250	53.56%	33.56

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 20%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 8

Benchmark Comparison for Educational Functioning Level ABE Intermediate High

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Hi.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (22%)
Northeast Iowa Comm. College	200	89	44.50%	22.50
North Iowa Area Comm. College	84	32	38.10%	16.10
Iowa Lakes Community College	99	67	67.68%	45.68
Northwest Iowa Comm. College	56	38	67.86%	45.86
Iowa Central Comm. College	281	127	45.20%	23.20
Iowa Valley Community College Dist.	124	83	66.94%	44.94
Hawkeye Comm. College	112	68	60.71%	38.71
Eastern Iowa Community College Dist.	460	274	59.57%	37.57
Kirkwood Community College	205	197	96.10%	74.10
Des Moines Area Community College	1,222	554	45.34%	23.34
Western Iowa Tech Comm. College	206	138	66.99%	44.99
Iowa Western Comm. College	352	153	43.47%	21.47
Southwestern Comm. College	143	66	46.15%	24.15
Indian Hills Comm. College	323	160	49.54%	27.54
Southeastern Comm. College	185	98	52.97%	30.97
TOTAL	4,052	2,144	52.91%	30.91

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 22%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 9

Benchmark Comparison for Educational Functioning Level ASE Low

Program Type: Adult Secondary Education

Educational Functioning Level Category: ASE Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (32%)
Northeast Iowa Comm. College	105	38	36.19%	4.19
North Iowa Area Comm. College	45	33	73.33%	41.33
Iowa Lakes Community College	56	41	73.21%	41.21
Northwest Iowa Comm. College	19	17	89.47%	57.47
Iowa Central Comm. College	90	31	34.44%	2.44
Iowa Valley Community College Dist.	71	53	74.65%	42.65
Hawkeye Comm. College	126	75	59.52%	27.52
Eastern Iowa Community College Dist.	239	209	87.45%	55.45
Kirkwood Community College	187	181	96.79%	64.79
Des Moines Area Community College	418	262	62.68%	30.68
Western Iowa Tech Comm. College	188	129	68.62%	36.62
Iowa Western Comm. College	178	98	55.06%	23.06
Southwestern Comm. College	68	46	67.65%	35.65
Indian Hills Comm. College	162	90	55.56%	23.56
Southeastern Comm. College	93	67	72.04%	40.04
TOTAL	2,045	1,370	66.99%	34.99

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 32%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

English-as-a-Second Language Benchmarks

The data displayed in Tables 10-15 provide the benchmark percentage comparisons for the English-as-a-Second Language instructional program and the six (6) educational functioning levels designated for this instructional program. The overall results indicated that:

- **the overall state benchmarks for four of the six educational functioning levels met or exceeded the negotiated benchmarks;**
- **the overall state benchmarks for two of the six educational functioning levels fell below the negotiated benchmarks.**

A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated the following results:

- **ESL Beginning Literacy:** The Program Year 2001 benchmark attainment was **68%** as compared to Program Year 2002 benchmark attainment of **66%** which **exceeded** the negotiated benchmark attainment level of 26% for Program Year 2002 by **40%**;
- **ESL Beginning:** The Program Year 2001 benchmark attainment was **46%** as compared to Program Year 2002 benchmark attainment of **51%** which **exceeded** the negotiated benchmark attainment level of 24% for Program Year 2002 by **27%**;
- **ESL Intermediate Low:** The Program Year 2001 benchmark attainment was **47%** as compared to Program Year 2002 benchmark attainment of **54%** which **exceeded** the negotiated benchmark attainment level of 29% for Program Year 2002 by **25%**;
- **ESL Intermediate High:** The Program Year 2001 benchmark attainment was **47%** as compared to Program year 2002 benchmark attainment of **54%** which **exceeded** the negotiated benchmark attainment level of 31% for Program Year 2002 by **23%**;
- **ESL Low Advanced:** The Program Year 2001 benchmark attainment was **16%** as compared to Program Year 2002 benchmark attainment of **22%** which **fell below** the negotiated benchmark attainment level of 32% for Program Year 2002 by **10%**;
- **ESL High Advanced:** The Program Year 2001 benchmark attainment was **31%** as compared to Program Year 2002 benchmark attainment of **17%** which **fell below** the negotiated benchmark attainment level of 32% for Program Year 2002 by **15%**.

The Program Year 2002 benchmark data for Iowa's ESL instructional program is sketchy and incomplete. This phenomenon is due to the fact that local programs have not, as yet, adopted standard assessment procedures for pre-post assessment of ESL adult learners. Therefore, the benchmark results attained for Program Year 2002, based on pre-post assessment results, indicate a "false positive". In order to reliably and accurately report benchmark ESL results, the Iowa Department of Education has initiated a three year English Literacy Pilot Project in conjunction with CASAS. One of the major goals of this project is to identify, pilot test and implement appropriate assessment instruments to effectively and reliability measure and report educational functioning level gains and skill level gains in the areas of speaking and listening. Given the anticipated results of this project, **a major benchmark goal for Program Year 2003 (July 1, 2002-June 30, 2003) is to develop the necessary assessment procedures to insure that the ESL benchmark results will be complete, accurate, valid and reliable.**

Table 10

Benchmark Comparison for Educational Functioning Level ESL Beginning Literacy

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Beg. Lit.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (26%)
Northeast Iowa Comm. College	0	0		
North Iowa Area Comm. College	4	2	50.00%	24.00
Iowa Lakes Community College	4	3	75.00%	49.00
Northwest Iowa Comm. College	5	5	100.00%	74.00
Iowa Central Comm. College	30	18	60.00%	34.00
Iowa Valley Community College Dist.	7	6	85.71%	59.71
Hawkeye Comm. College	0	0		
Eastern Iowa Community College Dist.	3	3	100.00%	74.00
Kirkwood Community College	1	1	100.00%	74.00
Des Moines Area Community College	5	4	80.00%	54.00
Western Iowa Tech Comm. College	5	5	100.00%	74.00
Iowa Western Comm. College	0	0		
Southwestern Comm. College	6	2	33.33%	7.33
Indian Hills Comm. College	22	11	50.00%	24.00
Southeastern Comm. College	2	2	100.00%	74.00
TOTAL	94	62	65.96%	39.96

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 26%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 11

Benchmark Comparison for Educational Functioning Level ESL Beginning

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Beg.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (24%)
Northeast Iowa Comm. College	7	4	57.14%	33.14
North Iowa Area Comm. College	7	4	57.14%	33.14
Iowa Lakes Community College	13	10	76.92%	52.92
Northwest Iowa Comm. College	16	11	68.75%	44.75
Iowa Central Comm. College	105	36	34.29%	10.29
Iowa Valley Community College Dist.	17	12	70.59%	46.59
Hawkeye Comm. College	33	12	36.36%	12.36
Eastern Iowa Community College Dist.	32	24	75.00%	51.00
Kirkwood Community College	32	25	78.13%	54.13
Des Moines Area Community College	64	35	54.69%	30.69
Western Iowa Tech Comm. College	60	24	40.00%	16.00
Iowa Western Comm. College	11	5	45.45%	21.45
Southwestern Comm. College	0	0		
Indian Hills Comm. College	49	31	63.27%	39.27
Southeastern Comm. College	17	7	41.18%	17.18
TOTAL	463	240	51.84%	27.84

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 24%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 12

Benchmark Comparison for Educational Functioning Level ESL Intermediate Low

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (29%)
Northeast Iowa Comm. College	12	9	75.00%	46.00
North Iowa Area Comm. College	8	5	62.50%	33.50
Iowa Lakes Community College	8	5	62.50%	33.50
Northwest Iowa Comm. College	14	11	78.57%	49.57
Iowa Central Comm. College	67	32	47.76%	18.76
Iowa Valley Community College Dist.	13	5	38.46%	9.46
Hawkeye Comm. College	1	0	0.00%	-29.00
Eastern Iowa Community College Dist.	13	7	53.85%	24.85
Kirkwood Community College	25	16	64.00%	35.00
Des Moines Area Community College	76	40	52.63%	23.63
Western Iowa Tech Comm. College	64	30	46.88%	17.88
Iowa Western Comm. College	10	5	50.00%	21.00
Southwestern Comm. College	0	0		
Indian Hills Comm. College	30	20	66.67%	37.67
Southeastern Comm. College	16	9	56.25%	27.25
TOTAL	357	194	54.34%	25.34

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 29%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 13

Benchmark Comparison for Educational Functioning Level ESL Intermediate High

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. High

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (31%)
Northeast Iowa Comm. College	7	6	85.71%	54.71
North Iowa Area Comm. College	1	0	0.00%	-31.00
Iowa Lakes Community College	5	2	40.00%	9.00
Northwest Iowa Comm. College	1	1	100.00%	69.00
Iowa Central Comm. College	61	26	42.62%	11.62
Iowa Valley Community College Dist.	6	5	83.33%	52.33
Hawkeye Comm. College	17	10	58.82%	27.82
Eastern Iowa Community College Dist.	18	11	61.11%	30.11
Kirkwood Community College	16	10	62.50%	31.50
Des Moines Area Community College	56	23	41.07%	10.07
Western Iowa Tech Comm. College	32	25	78.13%	47.13
Iowa Western Comm. College	5	1	20.00%	-11.00
Southwestern Comm. College	0	0		
Indian Hills Comm. College	23	17	73.91%	42.91
Southeastern Comm. College	8	1	12.50%	-18.50
TOTAL	256	138	53.91%	22.91

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 31%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 14

Benchmark Comparison for Educational Functioning Level ESL Low Advanced

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Low Adv.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (32%)
Northeast Iowa Comm. College	11	2	18.18%	-13.82
North Iowa Area Comm. College	6	5	83.33%	51.33
Iowa Lakes Community College	3	2	66.67%	34.67
Northwest Iowa Comm. College	8	1	12.50%	-19.50
Iowa Central Comm. College	35	8	22.86%	-9.14
Iowa Valley Community College Dist.	4	1	25.00%	-7.00
Hawkeye Comm. College	1	1	100.00%	68.00
Eastern Iowa Community College Dist.	6	2	33.33%	1.33
Kirkwood Community College	25	2	8.00%	-24.00
Des Moines Area Community College	60	10	16.67%	-15.33
Western Iowa Tech Comm. College	36	6	16.67%	-15.33
Iowa Western Comm. College	5	0	0.00%	-32.00
Southwestern Comm. College	1	0	0.00%	-32.00
Indian Hills Comm. College	10	5	50.00%	18.00
Southeastern Comm. College	16	5	31.25%	-0.75
TOTAL	227	50	22.03%	-9.97

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 32%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column H.

Table 15

Benchmark Comparison for Educational Functioning Level ESL High Advanced

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL High Adv.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (32%)
Northeast Iowa Comm. College	6	3	50.00%	18.00
North Iowa Area Comm. College	0	0		
Iowa Lakes Community College	0	0		
Northwest Iowa Comm. College	0	0		
Iowa Central Comm. College	6	1	16.67%	-15.33
Iowa Valley Community College Dist.	3	1	33.33%	1.33
Hawkeye Comm. College	0	0		
Eastern Iowa Community College Dist.	1	0	0.00%	-32.00
Kirkwood Community College	11	2	18.18%	-13.82
Des Moines Area Community College	7	0	0.00%	-32.00
Western Iowa Tech Comm. College	2	0	0.00%	-32.00
Iowa Western Comm. College	1	0	0.00%	-32.00
Southwestern Comm. College	2	0	0.00%	-32.00
Indian Hills Comm. College	1	0	0.00%	-32.00
Southeastern Comm. College	0	0		
TOTAL	40	7	17.50%	-14.50

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 32%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2002: Table 4B, Column H

Skill Level Gains

The data presented in Graphs 1 and 2 are designed to depict the percent of skill level gains achieved in the areas of reading and mathematics. The skill level gains strategy is designed to present another methodology for measuring educational gains. A skill level value ranging from 0-5 was assigned to each NRS/CASAS based educational functioning level for the Adult Basic Education and Adult Secondary Education instructional program. For example, a skill level value of “2” was assigned to the educational functioning level titled *ABE Beginning Basic* which has a CASAS standard score range of 201-210. (See the ledgers for Graphs 1, 2 and Appendix A for a complete listing of skill level values in relation to CASAS standard score ranges and educational functioning levels).

The skill level gains graphs display the percent of the enrolled adult learners who advanced one or more skill levels from the skill level initially assigned as determined by pre-post assessment results. The graphs depict two skill level gain results for each skill level value: (1) the percent who advanced one or more skill levels from the assigned entry skill level and, (2) the percent who advanced two or more skill levels from the assigned entry skill level. For example, Graph 1 displays two percentage bars for the skill level value of “2”: (1) 25.40% of the learners initially assigned a skill level value “2” in mathematics advanced one or more skill levels, and (2) 11.85% of the learners initially assigned a skill level value of “2” in mathematics advanced two or more skill levels. Therefore, a total of 37.25% of the learners initially assigned a skill level value of “2” in mathematics made skill level advancements.

Graph 1 depicts the skill level gains in the area of mathematics. The results are as follows:

- The greatest skill level gain (43.98%), for those learners who advanced **one or more skill levels**, was at skill level “3” which is the educational functioning level titled “ABE Intermediate Low”;
- The second greatest skill level gain (32.14%), for those learners who advanced **one or more skill levels**, was at skill level “5” which is the educational functioning level titled “ASE Low”;
- The greatest skill level gain (13.88%), for those learners who advanced **two or more skill levels**, was at skill level “4” which is the educational functioning level titled “ABE Intermediate High”;
- The second greatest skill level gain (11.85%), for those learners who advanced **two or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Basic”;
- The average skill level gain across all skill level values for those learners who advanced one or more skill levels was **31.02%**.
- The average skill level gain across all skill levels for those learners who advanced two or more skill levels was **9.59%**.

Graph 2 depicts the skill level gains in the area of reading. The results are as follows:

- The greatest skill level gain (49.07%), for those learners who advanced **one or more skill levels**, was at skill level “3” which is the educational functioning level titled “ABE Intermediate Low”;
- The second greatest skill level gain (30.62%), for those learners who advanced **one or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Basic”;
- The greatest skill level gain (12.13%), for those learners who advanced **two or more skill levels**, was at skill level “4” which is the educational functioning level titled “ABE Intermediate High”;
- The second greatest skill level gain (9.88%), for those learners who advanced **two or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Basic”;
- The average skill level gain across all skill level values for those learners who advanced one or more skill levels was **29.69%**.

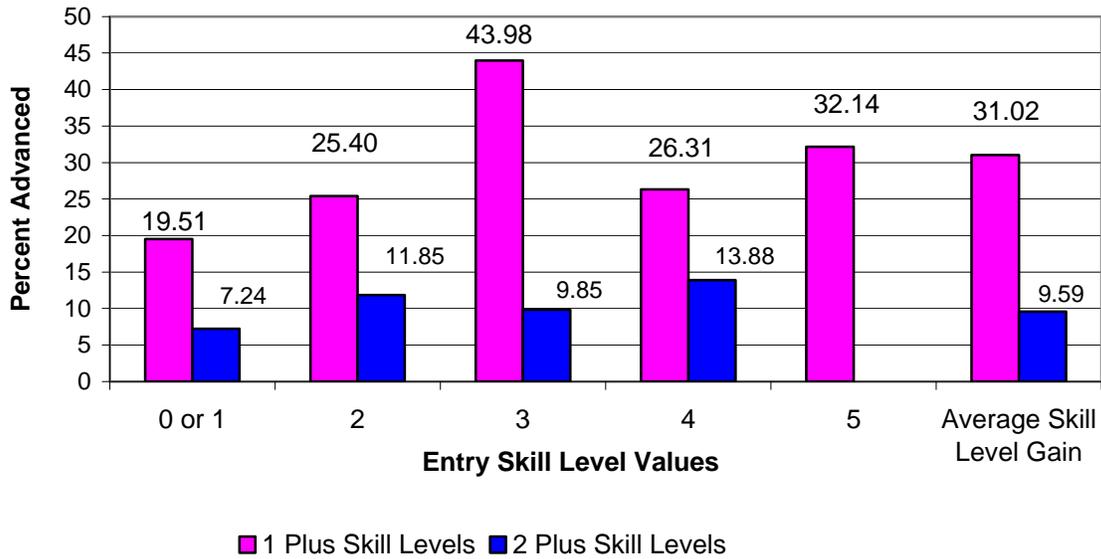
- The average skill level gain across all skill levels for those learners who advanced two or more skill levels was **6.67%**.

The following observations were extrapolated from the data presented in Graphs 1 and 2:

- There were substantial skill level gains made at **all skill levels** in the areas of reading and mathematics;
- The greatest percentage increase in skill level gains were observed at the ABE Intermediate Low educational functioning level (i.e. skill level value “3” for both mathematics and reading);
- The average percent skill level gain across all skill levels for those learners who advanced one or more skill levels was virtually the same for mathematics (31.02%) and reading (29.69%).
- There was a difference of 2.92 percent points for the average percent skill level gain for those learners **who advanced two or more skill levels**. The greatest average skill level gain was mathematics (9.59%) as compared to reading (6.67%).

GRAPH 1

**Adult Basic Education Program Percentage
Skill Level Gains for Mathematics**

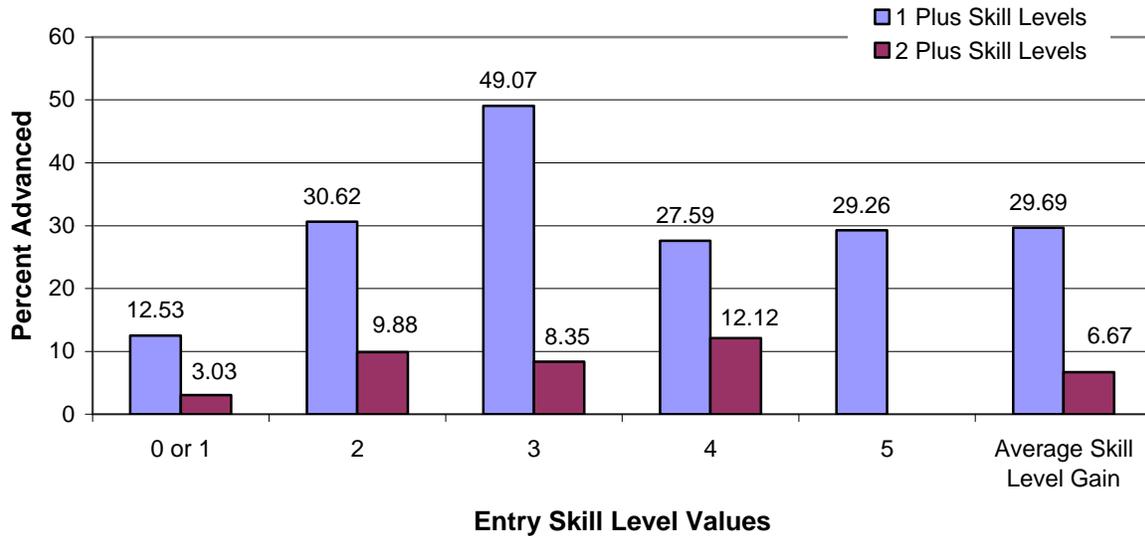


CASAS Entry Levels	CASAS Standard Score Ranges	Educational Functioning Levels	Skill Level Value	Number At Entry Skill Level	Number Advanced 1 or More Skill Levels	Number Advanced 2 or More Skill Levels
A	Under 200	ABE Beginning Literacy	0 or 1	815	159	59
B	201-210	ABE Beginning Basic	2	886	225	105
B	211-220	ABE Intermediate Low	3	2,326	1,023	229
C	221-235	ABE Intermediate High	4	3,774	993	524
D	236-245	ABE Low	5	1,761	566	n/a
TOTAL				9,562	2,966	917

Source: State Aggregated Report for Program Year 2002

GRAPH 2

Adult Basic Education Program Percentage Skill Level Gains for Reading



CASAS Entry Levels	CASAS Standard Score Ranges	Educational Functioning Levels	Skill Level Value	Number At Entry Skill Level	Number Advanced 1 or More Skill Levels	Number Advanced 2 or More Skill Levels
A	Under 200	ABE Beginning Literacy	0 or 1	990	124	30
B	201-210	ABE Beginning Basic	2	516	158	51
B	211-220	ABE Intermediate Low	3	1,294	635	108
C	221-235	ABE Intermediate High	4	3,462	955	420
D	236-245	ABE Low	5	2,871	840	n/a
TOTAL				9,133	2,712	609

Source: State Aggregated Report for Program Year 2002

Follow-up Measures Benchmarks

The follow-up core measures are presented in Tables 16-19. The intent of the core follow-up measures is to determine how many learners actually achieved their stated goals after exiting the adult basic education program in the areas of: (1) employability, (2) obtaining a state issued GED based credential or adult high school diploma, and (3) placement in postsecondary education or training. The employability follow-up core measures are divided into: (1) entered employment, and (2) retained employment.

Data Matching Methodologies

The results for the core follow-up measure were obtained by data matching the state level Iowa adult basic education electronic program file for Program Year 2002 with other relevant data bases. Data matching refers to the procedures where two or more state agencies pool and share data on a common group of participants. The data consist of individual records collected by each of the agencies that can be linked through a common identifier, typically a Social Security number. Matching the pooled data using the common identifier produces a new individual record or an aggregated data report containing data from one or more of the additional agencies. Each agency can use the new, pooled data records or reports to understand the impact on their respective programs on participants and to obtain data to meet reporting and accountability requirements.

Data matching methods are particularly well suited for studying outcomes that occur some time after program participation. Given the follow-up mandates of the NRS, the data matching methodology is the ideal way for studying the core follow-up measures. The major advantage of data matching is that it is significantly less costly and time consuming than the local program survey methodology and provides valid, accurate and reliable data.

The Iowa Department of Education utilized the decentralized or *data harvesting* model of data matching whereby each agency maintains its own data records and each separate agency requests matches from the agency with the needed data. In order to data match with an outside agency, the requesting agency sends records containing Social Security numbers and other data needed for the analysis to another agency, along with the format of the data tables needed. The outside agency makes the matches and reports the data in the requested format. For example, in order to obtain GED test results, the state sends Social Security numbers of students who had a goal of passing the GED tests, along with the demographic and program information, to the state agency that conducts GED testing. The testing agency would match the records to produce a report on the number and characteristics of students who passed the GED tests.

The Iowa Department of Education utilized the following agencies referenced in Exhibit 3 to obtain data match results for the NRS core follow-up measures.

Exhibit 3

Data Matching Schema for the NRS Follow-up Core Measures

Core Follow-up Measure	Agency	Data Base for Data Matching
1. Entered Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
2. Retained Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
3. Obtained GED or Adult Secondary School Diploma	Iowa Department of Education GEDScoring.Com website Local Program Reports for issued Adult High School Diploma	GED Diploma File GEDScoring.Com Iowa GED Candidate File
4. Postsecondary Education or Training	Iowa Department of Education	Iowa Community College MIS File

Core Follow-up Measure Results

The core follow-up measure results are presented for Tables 16-19. The data displayed in Table 16 provides the benchmark percentage comparison for the “Entered Employment” follow-up measure. The results indicated that **the state benchmark exceeded the negotiated benchmark (52%) by 21 percentage points**. A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated that the attainment level dropped from **75%** in Program Year 2001 to **73%** in Program Year 2002.

The data displayed in Table 17 provides the benchmark percentage comparison for the “Retained Employment” follow-up measure. The results indicated that the **state benchmark exceeded the negotiated benchmark (77%) by four percentage points**. A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated that the attainment level rose from **71%** in Program Year 2001 to **80%** in Program Year 2002.

The data displayed in Table 18 provides the benchmark percentage comparison for the “Obtained a GED or Secondary School Diploma” follow-up measure. The results indicated that the **state benchmark exceeded the negotiated benchmark (42%) by 26 percentage points**. A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated that the attainment level rose **from 51%** for Program Year 2001 to **68%** for Program Year 2002.

The data displayed in Table 19 provides the benchmark percentage comparison for the “Entered Postsecondary or Training” follow-up measure. The results indicated that the **state exceeded the negotiated benchmark (14%) by 13 percentage points**. A comparison of benchmark attainment results between Program Year 2001 and Program Year 2002 indicated that the attainment level rose **from 10%** for Program Year 2001 to **27%** for Program Year 2002.³

³ The reason for the sharp increase from Program Year 2001 to Program Year 2002 is due to the fact that the Program Year 2001 datamatch results only included the number of persons enrolled in credit courses. The datamatch results for Program Year 2002 included both the credit and non-credit enrollees. The datamatch results indicated that the credit enrollees accounted for 51% (N=267) of the total and the non-credit enrollees accounted for 48% (N=255) of the total.

Table 16

Iowa's Results for NRS Core Follow-up Measure "Entered Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR ENTERED EMPLOYMENT	PERCENT ENTERED EMPLOYMENT	% BELOW OR ABOVE STATE BENCH MARK (52%)
Northeast Iowa Comm. College	13	11	84.62%	32.62
North Iowa Area Comm. College	142	121	85.21%	33.21
Iowa Lakes Community College	7	3	42.86%	-9.14
Northwest Iowa Comm. College	11	8	72.73%	20.73
Iowa Central Comm. College	50	35	70.00%	18.00
Iowa Valley Community College Dist.	37	29	78.38%	26.38
Hawkeye Comm. College	90	61	67.78%	15.78
Eastern Iowa Community College Dist.	129	90	69.77%	17.77
Kirkwood Community College	104	80	76.92%	24.92
Des Moines Area Community College	231	167	72.29%	20.29
Western Iowa Tech Comm. College	35	31	88.57%	36.57
Iowa Western Comm. College	108	64	59.26%	7.26
Southwestern Comm. College	9	7	77.78%	25.78
Indian Hills Comm. College	136	106	77.94%	25.94
Southeastern Comm. College	62	42	67.74%	15.74
TOTAL	1,164	855	73.45%	21.45

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 52%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2002 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of July 1, 2001 through June 30, 2002.

Table 17

Iowa's Results for NRS Core Follow-up Measure "Retained Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR RETAINED EMPLOYMENT	PERCENT RETAINED EMPLOYMENT	% BELOW OR ABOVE STATE BENCH MARK (77%)
Northeast Iowa Comm. College	6	3	50.00%	-27.00
North Iowa Area Comm. College	5	5	100.00%	23.00
Iowa Lakes Community College	10	8	80.00%	3.00
Northwest Iowa Comm. College	82	52	63.41%	-13.59
Iowa Central Comm. College	84	72	85.71%	8.71
Iowa Valley Community College Dist.	13	12	92.31%	15.31
Hawkeye Comm. College	40	36	90.00%	13.00
Eastern Iowa Community College Dist.	82	61	74.39%	-2.61
Kirkwood Community College	79	72	91.14%	14.14
Des Moines Area Community College	63	51	80.95%	3.95
Western Iowa Tech Comm. College	74	60	81.08%	4.08
Iowa Western Comm. College	18	15	83.33%	6.33
Southwestern Comm. College	2	2	100.00%	23.00
Indian Hills Comm. College	22	20	90.91%	13.91
Southeastern Comm. College	7	6	85.71%	8.71
TOTAL	587	475	80.92%	3.92

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Retained Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 77%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2002: Table 5, Column D.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2002 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of October 1, 2001 through June 30, 2002.

Table 18

Iowa's Results for NRS Core follow-up Measure "Obtained a GED or Secondary School Diploma"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	PERCENT OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	% BELOW OR ABOVE STATE BENCHMARK (42%)
Northeast Iowa Comm. College	98	67	68.37%	26.37
North Iowa Area Comm. College	68	40	58.82%	16.82
Iowa Lakes Community College	83	74	89.16%	47.16
Northwest Iowa Comm. College	61	51	83.61%	41.61
Iowa Central Comm. College	191	117	61.26%	19.26
Iowa Valley Community College Dist.	158	118	74.68%	32.68
Hawkeye Comm. College	399	199	49.87%	7.87
Eastern Iowa Community College Dist.	557	384	68.94%	26.94
Kirkwood Community College	741	527	71.12%	29.12
Des Moines Area Community College	980	820	83.67%	41.67
Western Iowa Tech Comm. College	301	246	81.73%	39.73
Iowa Western Comm. College	446	157	35.20%	-6.80
Southwestern Comm. College	73	60	82.19%	40.19
Indian Hills Comm. College	282	189	67.02%	25.02
Southeastern Comm. College	251	163	64.94%	22.94
TOTAL	4,689	3,212	68.50%	26.50

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Obtained GED or Secondary School Diploma". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 42%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2002, the Iowa Department of Education's GED diploma data base and Iowa's GED candidate data base at GEDScoring.COM and number of Adult High School Diplomas issued as reported by the local programs.

Table 19

Iowa's Results for NRS Core follow-up Measure "Entered Postsecondary Education or Training"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS ENTERED POST-SECONDARY EDUCATION OR TRAINING	PERCENT ENTERED POST-SECONDARY EDUCATION OR TRAINING	% BELOW OR ABOVE STATE BENCH MARK (14%)
Northeast Iowa Comm. College	22	5	22.73%	8.73
North Iowa Area Comm. College	29	16	55.17%	41.17
Iowa Lakes Community College	33	10	30.30%	16.30
Northwest Iowa Comm. College	7	2	28.57%	14.57
Iowa Central Comm. College	87	30	34.48%	20.48
Iowa Valley Community College Dist.	49	14	28.57%	14.57
Hawkeye Comm. College	152	60	39.47%	25.47
Eastern Iowa Community College Dist.	238	73	30.67%	16.67
Kirkwood Community College	284	78	27.46%	13.46
Des Moines Area Community College	446	109	24.44%	10.44
Western Iowa Tech Comm. College	43	23	53.49%	39.49
Iowa Western Comm. College	209	20	9.57%	-4.43
Southwestern Comm. College	28	9	32.14%	18.14
Indian Hills Comm. College	166	39	23.49%	9.49
Southeastern Comm. College	116	34	29.31%	15.31
TOTAL	1,909	522	27.34%	13.34

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Post-Secondary Education or Training". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2002 was 14%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2002: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2002, the Iowa Department of Education's Community College MIS for the First Quarter of Program Year 2003 (July 1, 2002 – June 30, 2002).

SUMMARY AND OBSERVATIONS

The purpose of this section is to summarize the benchmark results for Program Year 2002 and to provide observations which can serve as the basis for program improvement. The following observations provide a summary of benchmark attainment:

- **Pre/Post Assessment Results** – An analysis of pre/post assessment results indicates that a total of 65.46% of the total enrollees who were pre assessed were also post assessed. This percentage represents a diligent effort to obtain post assessment results. **The goal for Program Year 2002 was to achieve a 60-65% pre/post assessment result for all program enrollees.**
- **Educational Gains Core Indicator** – An analysis of benchmark attainment indicates that **8 of the 11 educational functioning level benchmarks met or exceeded the negotiated benchmarks (72.7%) and 3 of the 11 benchmarks fell short of the negotiated benchmarks (27.2%).** The three educational functioning levels which did not meet the negotiated benchmarks were: (1) ABE Beginning Literacy, (2) Low Advanced ESL, (3) High Advanced ESL.
- **Iowa's Basic Literacy Skills Certification Program Core Indicator** – An analysis of benchmark attainment indicates that there was a **38% increase** in the number of basic skills certificates issued during Program Year 2002 as compared to Program Year 2001. This increase is significant since all fifteen community colleges participated in the program beginning in Program Year 2001.
- **Follow-Up Core Measures** – Iowa **exceeded the negotiated benchmark levels** for the four follow-up core indicators (100% attainment).
- **Benchmark Attainment Performance** – The Iowa statewide adult basic education program met or exceeded **9 out of 16 (56%)** benchmarks according to the Federal calculation criteria (e.g. calculating against the "Total Enrollment" category). Conversely, Iowa's statewide adult basic education program met or exceeded **13 out of 16 (81%)** benchmarks if the "Pre/Post Assessment" category is utilized for benchmark calculations.
- **Overall Benchmark Attainment-During Program Year 2002** – Iowa's statewide adult basic education program met or exceeded **13 of the 16 benchmark levels (81%)** as compared to a **68%** achievement level for Program Year 2001.
- **Skill Level Gains:** Skill level gains were achieved at all educational functioning levels. The highest percentage skill level gains were observed at the intermediate educational functioning levels.

Program Year 2002 was the second year that Iowa's statewide ABE program has reported benchmarks based on aggregated state data which met all of the NRS criteria. The main areas of focus for benchmark improvement during Program Year 2003 are: (1) low level literacy educational functioning levels, and (2) ESL programs. The areas in which the benchmarks were successfully attained by the majority of the local program providers were: (1) intermediate ABE, advanced ABE and ASE educational functioning levels, (2) entered employment, (3) GED diploma attainment, and (4) entered post-secondary education and training.

In summary, it is observed that there was definite improvement between Program Year 2001 and Program Year 2002 regarding the percentage of adult learners who were pre-post assessed and the percentage of benchmarks which were successfully achieved. This improvement pattern clearly demonstrates the principles of Iowa's benchmark improvement model. **The major focus area for benchmark attainment improvement during Program Year 2003 will be the English-as-a-Second Language instructional program.** This report provides base line benchmark data against which succeeding program year's benchmark data can be evaluated. The benchmark data can serve as the basis for local and state program improvement for Program Year 2003. **The overall goal for benchmark improvement for Program Year 2003 is to increase benchmark attainment from 81% to 95%.**

Appendix A

A Description of the Education Functioning Levels and Outcome Measures for Adult Basic Education, Adult Secondary Education and English-as-a- Second Language

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: CASAS: 134-200</p> <p>Skill Level: 0 or 1</p>	<p>Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: CASAS: 201-210</p> <p>Skill Level: 2</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g. periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read basic want ads and complete simple job applications.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark: CASAS: 211-220</p> <p>Skill Level: 3</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark: CASAS: 221-235</p> <p>Skill Level: 4</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: CASAS: 236-245</p> <p>Skill Level: 5</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs; and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test benchmark: CASAS: 246 and higher</p> <p>Skill Level: 6</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 153-180</p> <p>SPL (Speaking) 0-1</p> <p>SPL (Reading and Writing) 0-1</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 181-190</p> <p>SPL (Speaking) 2-3</p> <p>SPL (Reading and Writing) 2-4</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 201-210</p> <p>SPL (Speaking) 4</p> <p>SPL (Reading and Writing) 5</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry levels jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL Test Benchmark: CASAS: (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p>Low Advanced ESL Test Benchmark: CASAS: (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Advanced ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 236-245</p> <p>SPL (Speaking) 7 and higher</p> <p>SPL (Reading and Writing) 8 and higher</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Appendix B

Iowa's National Reporting System Annual Performance Report For Program Year 2002

Table 1

Participants by Entering Educational Functioning Level, Ethnicity and Sex

Enter the number of participants by educational functioning level, ethnicity, and sex.

Enter Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beg. Lit.	17	5	3	7	130	107	27	30	2	1	1,041	906	2,276
ABE Beg. Basic	12	10	8	9	79	78	47	40	1	4	387	415	1,090
ABE Int. Low	16	27	21	13	233	261	125	105	7	6	1,005	1,100	2,919
ABE Int. High	56	69	41	33	303	249	156	177	5	11	1,870	2,000	4,970
ASE Low	41	22	16	7	60	66	70	58	3	4	1,141	1,004	2,492
ASE High	2	3	1	1	11	10	24	12	0	1	328	230	623
ESL Beg. Lit	12	9	55	92	29	62	334	324	0	0	49	43	1,009
ESL Beg.	15	13	113	151	50	43	561	457	0	5	117	155	1,680
ESL Int. Low	11	3	87	131	41	24	292	232	3	3	83	102	1,012
ESL Int. High	1	3	45	114	28	8	162	168	1	4	49	87	670
ESL Low Advanced	5	3	35	81	23	6	141	123	5	3	36	54	515
ESL High Advanced	0	1	14	20	4	0	15	27	1	1	9	19	111
Total	188	168	439	659	991	914	1,954	1,753	28	43	6,115	6,115	19,367

Column A lists the 12 Educational Functioning Levels

Column B-M breakout the number of students by ethnicity and sex

Column N is the total number of students for each Educational Functioning Level

Table 2

Participants by Age, Ethnicity and Sex

Enter the number of participants by age, ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	26	32	42	15	150	134	186	130	5	4	1,434	1,119	3,277
19-24	64	53	69	111	355	347	599	447	12	12	1,774	1,866	5,709
25-44	80	69	215	401	419	377	989	1,001	8	18	1,985	2,135	7,697
45-59	16	14	73	90	45	41	149	149	2	7	705	727	2,018
60 and Older	2	0	40	42	22	15	31	26	1	2	217	268	666
Total	188	168	439	659	991	914	1,954	1,753	28	43	6,115	6,115	19,367

The totals in Columns B-M should equal the totals in Columns B-M of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

Table 3

Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	2,204	3,393	3,910	1,283	465	11,255
Adult Secondary Education	859	1,196	852	173	35	3,115
English-as-a-Second Language	214	1,120	2,935	562	166	4,997
Total	3,277	5,709	7,697	2,018	666	19,367

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

Table 4 (Total Enrollment)

Educational Gains and Attendance by Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	2,276	327,739	306	186	450	1,520	13.4%
ABE Beg. Basic	1,090	200,374	270	136	317	503	24.8%
ABE Int. Low	2,919	234,530	1,250	232	858	811	42.8%
ABE Int. High	4,970	292,927	2,144	393	1,365	1,461	43.1%
ASE Low	2,492	125,048	1,370	190	570	552	55.0%
ASE High	623	37,966	318	42	167	138	51.0%
ESL Beg. Lit	1,009	42,178	62	36	455	492	6.1%
ESL Beg.	1,680	117,088	240	138	790	650	14.3%
ESL Int. Low	1,012	84,664	194	114	407	411	19.2%
ESL Int. High	670	55,838	138	85	271	261	20.6%
ESL Low Adv.	515	47,307	50	25	234	231	9.7%
ESL High Advance	111	7,054	7	2	54	50	6.3%
Total	19,367	1,572,713	6,349	1,579	5,938	7,080	32.8%

Column B should equal the total in Column N of Table 1

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

Table 4-B (Only Learners with Paired Test Data)

Educational Gains and Attendance by Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing Within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	1,623	226,030	306	186	311	1,006	18.9%
ABE Beg. Basic	688	62,443	270	136	199	219	39.2%
ABE Int. Low	2,334	169,638	1,250	232	616	468	53.6%
ABE Int. High	4,052	251,530	2,144	393	980	928	52.9%
ASE Low	2,045	101,718	1,370	190	388	287	67.0%
ASE High	498	29,172	318	42	109	71	63.9%
ESL Beg. Lit	94	8,799	62	36	12	20	66.0%
ESL Beg.	463	57,743	240	138	115	108	51.8%
ESL Int. Low	357	48,750	194	114	62	101	54.3%
ESL Int. High	256	34,256	138	85	57	61	53.9%
ESL Low Adv.	227	25,056	50	25	67	110	22.0%
ESL High Advance	40	3,705	7	2	10	23	17.5%
Total	12,677	1,018,840	6,349	1,579	2,926	3,402	50.1%

Column B is a sub-set of Column B in table 4 - including only those students with paired data.

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

Table 5

Core Follow-up Outcome Achievement

Enter the number of participants for each of the categories listed and calculate the percentage of achieving each outcome.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment	1,582		1,164	74%	855	73.45%
Retained Employment	746		587	79%	475	80.92%
Obtained a GED or secondary school diploma	5,005		4,689	94%	3,212	68.50%
Placed in postsecondary education or training	2,062		1,909	93%	522	27.34%

Column B includes the number of Participants with main or secondary goal for the four Core Follow-Up Outcome Measures

Column D includes all participants used in data matching which is a sub-set of Column B and consists of all students in Column B who used their real Social Security Number.

Column E is calculated using the following formula: $E = \text{Column C} / \text{Column B}$.

Column F is the number of Participants from Column D that achieved outcome.

Column G is the weighted percentage of those Participants from Column D that achieved outcome

The numbers for Column C of this table are obtained from the Student Entry Record which is filled out upon entry into the program. All students who used their real social security number (Column D) are then matched with state-wide databases to obtain the results in Column F.

**Table 6
Participant Status and Program Enrollment**

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program	Number
(A)	(B)
Disabled	1,765
Employed	8,037
Unemployed	7,498
Not in Labor Force	2,245
On Public Assistance	1,730
Living in Rural Areas *	
Program Type	
In Family Literacy Programs **	279
In Workplace Literacy Programs **	707
In Programs for the Homeless**	103
In Programs for Work-based Project Learners **	56
Institutional Programs	
In Correctional Facilities	945
In Community Correctional Programs	731
In Other Institutional Settings	
Secondary Status Measures (Optional)	
Low Income	0
Displaced Homemaker	45
Single Parent	1,665
Dislocated Worker	146
Learning Disabled Adults	

* Rural areas are places of less than 2,500 inhabitants and outside urbanized areas.

** Participants counted here must be in program specifically designed for that purpose.

**Table 7
Adult Education Personnel by Function and Job Status**

Enter an unduplicated count of personnel by function and job status

	Adult Education Personnel		
Function	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
State-level Administrative/ Supervisory/Ancillary Services	0	4	0
Local-level Administrative/ Supervisory/Ancillary Services	23	22	4
Local Teachers	474	17	144
Local Counselors	2	0	1
Local Paraprofessionals	29	8	279

In Column B, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column C, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column D, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Table 8 (Optional)

Outcomes for Adults in Family Literacy Programs

Enter the number of participants in family literacy programs for each of the categories listed.

Outcomes Measures	Number of Family Literacy Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	279					
Entered employment *	17					
Retained employment *	3					
Obtained a secondary school diploma or GED *	32					
Entered postsecondary education or training *	6					
Increased involvement in children's education***	72					
Help more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities						
Increased involvement in children's literacy activities***	72					
Reading to children						
Visiting Library						
Purchasing books or magazines						

* Core Outcome Measures calculated as in Table 5.

** Includes all Family Literacy Program participants that qualified for inclusion in the tables.

*** Numbers are calculated using the same method as the Core Outcome Measures in Table 5

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 9 (Optional)

Outcomes for Adults in Workplace Literacy Programs

Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Follow-up Measure	Number of Workplace Literacy Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent available for Match	Number of Participants Achieving Outcome	Percentage Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	707					
Entered Employment *	12					
Retained Employment *	17					
Obtained a secondary school diploma or GED *	13					
Placed in postsecondary education or training *	12					

* Core Outcome Measures calculated as in Table 5.

** Includes all Workplace Literacy Program participants that qualified for inclusion in the tables.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 10 (Optional)

Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Measure	Number of Participants in Correctional Education Programs with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	1,630					
Entered Employment *	170					
Retained Employment *	30					
Obtained a secondary school diploma or GED *	452					
Placed in postsecondary education or training *	121					

* Core Outcome Measures calculated as in Table 5.

** Includes all Correctional Educational Program participants that qualified for inclusion in the tables.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 11 (Optional)

Secondary Outcome Measures

Enter the number of participants for each of the categories listed.

Core Follow-up Measure	Number of Participants with Main or Secondary Goal or Status	Number of Participants Achieving Outcome	Percentage Achieving Outcome
(A)	(B)	(C)	(D)
Achieved work-based project learning goal	56		0.0%
Left public assistance	413		0.0%
Achieved citizenship skills	210		0.0%
Increased involvement in children's education *	7,235		0.0%
Increased involvement in children's literacy activities *	7,235		0.0%
Voted or registered to vote	210		0.0%
Increased involvement in community activities	790		0.0%

* Entered are the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program. Table 8 is used to enter achievements of family literacy participants. The number reported here is higher than reported in Table 8 since it includes all participants who achieved this goal.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 12 (Optional)

Work-based Project Learners by Age, Ethnicity and Sex

Enter the number of work-based project learners by age, ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	0	0	0	0	0	0	1	0	0	0	1	3	5
19-24	0	0	0	0	0	0	0	0	0	0	5	1	6
25-44	0	0	5	4	1	2	0	0	0	0	15	11	38
45-59	0	0	0	0	0	0	0	0	0	0	2	2	4
60 and Older	0	0	0	0	0	0	0	0	0	0	1	2	3
Total	0	0	5	4	1	2	1	0	0	0	24	19	56

Only participants designated as work-based project learners are included in this table. These participants should are not included in Tables 1-5. The total in Column N should equal the number of work-based project learners reported in Table 6

Table 13 (Optional)

Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes

Enter the number of participants in correctional education programs for each of the outcome categories for outcomes not reported in the prior reporting period. For Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Follow-up Measure	Number of Participants with Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal
(A)	(B)	(C)
Entered Employment	n/a	
Retained Employment	n/a	
Obtained a secondary school diploma or GED	n/a	
Placed in postsecondary education or training	n/a	

For Column B, report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5), but were not reported in the prior program year.

For Column C, report the number of participants who achieved the outcome in the current reporting year but did not have the outcome as a main or secondary goal.